University of Strathclyde

Equality Outcomes 2017-21 Progress Report 2019

Introduction

The Equality Outcomes 2017-21 Progress Report outlines the University's progress towards its priority equality objectives over the past two years. In accordance with the specific duties of the Public Sector Equality Duty, the University produces a set of Equality Outcomes every four years, which outline key institutional equality priorities, informed by relevant equalities data, consultations with our student and staff populations and relevant sector evidence.

This report should be read in conjunction with our 2019 Equality Mainstreaming Report, Staff and Student Equality Monitoring Reports and Gender Pay Report, all of which assist the University in monitoring and demonstrating progress towards our priority equality objectives.

1. Review of Equality Outcomes 2017-21

The University's Equality, Diversity and Inclusion Committee (EDIC) reviews our Equality Outcomes annually, to monitor progress against our objectives and assess whether the identified Outcomes remain relevant and continue to be framed in a way that best addresses our intended aims.

In 2018, following consultation with expert external bodies including Advance HE's Equality Challenge Unit and the Coalition for Racial Equality and Rights, the Committee agreed that amending the Outcomes published in 2017 would assist the University in refining our equality priorities up to 2021 and enhancing our reporting on progress towards our specific objectives.

An initial review of the 2017-21 Equality Outcomes was carried out by the Equality and Diversity Office during summer 2018. The review examined the evidence base used to develop the Outcomes in 2017 as well as recent and emerging major equality projects implemented across the University.

In line with guidance on amending Equality Outcomes provided by Advance HE, the review focused on ensuring that our Outcomes are framed in a way that clearly reflects the positive impact we wish to see upon the lives of our students and staff with particular protected characteristics and that they contain clearly identified outputs and measurable objectives.

Following submission of an amended set of Outcomes to EDIC in November 2018, an Equality Outcomes sub group was convened to provide further feedback. The sub group

comprised of representatives from the Equality and Diversity Office, Widening Access team, the University's four Faculties (Engineering, Humanities and Social Sciences, Science and Strathclyde Business School), Human Resources Office and Strathclyde Students' Union.

The refreshed Equality Outcomes 2017-21 are presented in Appendix A. It should be noted that these represent a refinement of our equality objectives and that there has been no reduction in the scale or scope of activity.

- Four out of six of the Outcomes in our April 2017 publication have been reworded and reframed to more fully articulate their intended aim and to ensure that progress against them can be most effectively measured

- Three new outcomes have been included which reflect major, evidence based equality activities and projects currently underway

- Two outcomes listed in our April 2017 publication have been removed as it was concluded that they more accurately reflected some of our equality mainstreaming activity, as opposed to more specific and time limited objectives

Our previously published set of Equality Outcomes 2017-21 remain available on the archived equality reports section of our website.

2. Progress

Progress against the Equality Outcomes is shown in Appendix A. Key highlights include:

- Establishment of the student focussed Gender Action Plan
- Renewal of the University's institutional Bronze Athena SWAN award and significant progress in achieving departmental awards
- Publication and sector wide implementation of our Equally Safe in Higher Education and TransEDU practical toolkits and research recommendations
- Establishment of a Carers Policy, staff Carers Group and website and achievement of the Carer Positive Engaged award
- Work towards achieving LGBT Youth Scotland's LGBT Charter Mark accreditation
- Creation of and significant investment in a new Disability and Wellbeing team and implementation of the student Mental Health Action Plan

Appendix A: Equality Outcomes 2017-21 - Update on Progress

Equality Outcome	Actions	Measurement and monitoring	Relevant Protected Characteristics/Equality Duty	Progress April 2019
1. Identified gender imbalances and barriers in student and staff populations with regard to access to learning, attainment, employment, career development and promotions are addressed ***Rationale*** 2017 Staff and student equality monitoring data, including that which informs our institutional Athena SWAN Action Plan 2017-21 and our student Gender Action Plan, demonstrates imbalances in specific subject areas and career pipeline points. Research data from the University's [Equally Safe in Higher Education](#) and [TransEDU](#) projects demonstrates specific issues and barriers with regard to gender based violence and support for trans students and staff across the HE/FE sectors	1.1 Develop a single University Gender Action Plan (UGAP) which encompasses staff and student gender equality actions and initiatives, taking into account the intersection of other protected characteristics	**Measurements** • Staff and student equality monitoring data and reports: 2017 and annually • Athena SWAN application submissions and awards: 2017 and annually • Staff and student consultation results by demographic/protected characteristics: report by 2021 • Annual reporting on student focussed Gender Action Plan via SFC Outcome Agreement **Monitoring** 1.1 – 1.6 Gender Equality Steering Group 1.7: Equality and Diversity Office, Widening Access Manager, LGBT Champions Group 1.8: Equally Safe in Higher Education research team; Equally Safe Strathclyde Steering Group	PCs: Sex, gender reassignment General Duty: Advance equality of opportunity between people who share a protected characteristic and those who do not General Duty: Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act	• University Gender Action Plan established in 2017/18. Progress is overseen by the Gender Equality Steering Group (GESG), reporting to the Equality, Diversity and Inclusion Committee (EDIC)
	1.2 Renew institutional Bronze Athena SWAN award and implement 2017-21 action plan			• Bronze institutional Athena SWAN award renewed in November 2017. Action plan overseen by GESG, as above.
	1.3 Support all academic departments to make submissions for Athena SWAN departmental level awards and renew existing awards			• All departments now hold or are in the process of applying for Athena SWAN awards. 20/26 potential departments have achieved awards to date (taking into account the departments covered by the Business School's Faculty award). First non STEM awards were achieved in 2018.
	1.4 Consider and implement methods of addressing gender barriers and stereotypes for students through course marketing, recruitment and outreach			• Student focussed [Gender Action Plan](#) established in 2017, including themed actions on Outreach and Recruitment, Marketing and Course packaging.
	1.5 Implement practical 'positive action' initiatives to recruit female staff to academic & research posts			Actions identified in Athena SWAN Action Plan 2017-21. Activities undertaken to date include:

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	where they are under represented			• HR review of recruitment marketing undertaken • Positive representation of senior females in high profile recruitment campaigns • Instructing search consultants for senior roles to provide appropriately gender mixed shortlists • University's family friendly benefits, Happy to Talk Flexible Working logo, Athena SWAN award, Carer Positive award advertised via recruitment website
	1.6 Implement career development, progression and staff retention initiatives to address vertical and horizontal occupational segregation for female staff			Actions identified in Athena SWAN Action Plan 2017-21. Activities undertaken to date include: • Reviewing imagery/profiles used in Modern Apprentice recruitment to impact gender balance • Unconscious Bias training module incorporated as pre requisite for specific staff development programmes • Strathclyde Aurora Alumnae Network engaged to provide recommendations for University Management on potential women's leadership initiatives •Commencement of Senior Academic Promotion Seminars

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	1.7 Investigate and address barriers and support needs of trans applicants, students and staff in further and higher education			• TransEDU research report and recommendations for HE/FE sector published. • Institutional implementation of recommendations in progress, overseen by GESG and Student Experience and Enhancement Services (SEES) LGBT Champions Group
	1.8 Investigate gender-based violence across Scotland's university campuses and develop recommendations for the HE/FE sector			• Equally Safe in Higher Education Toolkit for HE/FE sector published and being implemented via SFC Outcome Agreements. • Institutional implementation of Toolkit being overseen by Equally Safe@Strathclyde Steering Group
2. Awareness of and support for mental health and other aspects of wellbeing among students and staff are increased ***Rationale*** *([Sector evidence](#) indicates an increasing demand for relevant support services and a need to embed mental health and wellbeing actions across institutions)*	2.1 Develop and implement the University's Student Mental Health Action Plan 2.2 Monitor, evaluate and report on student and staff uptake of relevant wellbeing support services; disclosure rates of mental health conditions	**Measurements** • Student and staff wellbeing/support services uptake and disclosure data: report by 2021 • Progress against Mental Health Action Plan: report by 2021 **Monitoring** Wellbeing Manager; Disability Services Manager; Occupational Health, Safety and Wellbeing	PCs: Disability General Duty: Advance equality of opportunity between people who share a protected characteristic and those who do not General Duty: Foster good relations between people who share a protected characteristic and those who do not	• Appointment of: Wellbeing Manager, Mental Health Adviser, 9 x 0.4 FTE new counsellors, Mental Health Adviser (Suicide Prevention) • New single shared assessment process for students presenting with mental health issues • Specialist on-campus Rape Crisis provision to support students experiencing issues of gender based violence • Set up and delivery of a Student Minds peer support programme • Launch of a twilight

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				counselling provision (Monday to Thursday 5pm to 8pm) • Implementation of Silvercloud, an On-line CBT support programme • Launch of "Mind Gym" a menu of preventative wellbeing programmes for students to refer to directly •Launch of a new Employee Assistance Programme for Staff •Regular Staff Wellbeing Events
3. Any barriers for minority ethnic students and staff with regard to access to learning, attainment, employment, career development and promotions are identified and an institutional plan to address these is developed ***Rationale*** Equality monitoring data demonstrates: (a) University BME staff population in line with UK average and significantly above Scottish average (b) University BME student population in line with Scottish average and significantly below UK average.	3.1 Collate, disaggregate and analyse ethnicity data with relation to potential and current students and staff, using appropriate parameters (e.g. review datasets used by Advance HE's Race Equality Charter) 3.2 If appropriate, work towards an institutional Race Equality Charter Mark award 3.3 Develop an action plan to address any barriers for minority ethnic students and staff, taking into account the intersection of other	**Measurements** • Staff and student equality monitoring data and reports: 2017 and annually • Race Equality Charter Mark membership and/or award submission **Monitoring** 3.1 Equality and Diversity Office; Strategy and Policy; Human Resources Office 3.2-3.3 Equality, Diversity and Inclusion Committee	PCs: Race General Duty: Advance equality of opportunity between people who share a protected characteristic and those who do not	• Ethnicity data for current staff/students reported on annually via Staff and Student Equality Monitoring Reports. • Initial analysis of student attainment data by ethnicity conducted in 2018, with further analysis/identification of actions planned in 2019/20 • Equal pay monitoring shows a pay gap in favour of BME staff • Charter Mark scoping planned for 2019/20 • Charter Mark scoping planned for 2019/20

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Principles and evidence underpinning Advance HE's Race Equality Charter identify specific racial inequalities impacting the higher education sector	protected characteristics			
4. The University environment is fully inclusive of British Sign Language (BSL) users and any barriers to participation in study, work or use of facilities are addressed ***Rationale*** Barriers to BSL users accessing public services, employment and education identified and addressed nationally via the BSL (Scotland) Act and National Plan.	4.1 Develop and publish a University BSL Plan by October 2018 (in line with the BSL Act), to support and improve the participation and experience of University students, staff and visitors	**Measurements** • Progress against actions in the University BSL Plan: 2018/19 onwards **Monitoring** • Disability Services Manager; Equality and Diversity Office; Equality, Diversity and Inclusion Committee	PCs: Disability General Duty: Advance equality of opportunity between people who share a protected characteristic and those who do not	• [BSL Plan](#) developed and published in October 2018, ongoing progress to be reported to EDIC
5. The University environment is fully inclusive of LGBT students and staff and any barriers to participation in study, work or use of facilities are addressed ***Rationale*** External evidence, such as that contained within LGBT Youth Scotland surveys,	5.2 Apply for LGBT Youth Scotland's LGBT Charter Mark for SEES, to support proactive inclusion of LGBT students and staff 5.3 Implement the recommendations of the TransEDU research project	**Measurements** • Achievement of LGBT Charter Mark and progress against associated actions identified: 2019 onwards • Staff and student consultation results by demographic/protected characteristics: report by 2021	PCs: Sexual orientation General Duty: Advance equality of opportunity between people who share a protected characteristic and those who do not General Duty: Foster good relations between people who share a protected characteristic and those who do not	• Application for LGBT Charter Mark initiated in 2018, overseen by LGBT Champions Group • Institutional implementation of TransEDU recommendations in progress, overseen by GESG and SEES LGBT Champions Group. Activities in progress include review of LGBT/trans policies and specific

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highlight specific issues and areas for improvement with regard to LGBT inclusivity for young people. Research data from the University's TransEDU project.		**Monitoring** LGBT Champions Group; Equality, Diversity and Inclusion Committee	General Duty: Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act	staff/student training/awareness raising
6. Equality and inclusion are embedded in the student curriculum and in staff learning and development ***Rationale*** Sector evidence, such as the Higher Education Academy's report into Equality and diversity in learning and teaching in Scottish universities, identifies an absence of holistic approaches to embedding equality across the curriculum across the sector.	6.1 Research methods of consistently embedding equality, diversity and inclusion (EDI) in the curricula and staff development programmes 6.2 Develop university wide recommendations for approaches to embedding EDI across curricula and staff development programmes	**Measurements** • Development of recommendations for approaches to embedding EDI across curricula and staff development programmes • Staff and student consultation results by demographic/protected characteristics: report by 2021 **Monitoring** Equality and Diversity Office; Organisational and Staff Development Unit; Equality, Diversity and Inclusion Committee	PCs: All General Duty: Foster good relations between people who share a protected characteristic and those who do not General Duty: Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act	• PG student intern engaged to conduct research into methods of implementing a consistent approach to building EDI into curricula and develop recommendations in Semester 2 of 2019
7: Facilities and support for students or staff who identify with a religious faith or other belief system are enhanced. ***Rationale*** Equality monitoring data demonstrates that a significant percentage of students identify with a	7.1 Develop a Faith, Belief and Culture Fund, providing University funding to student societies to support activities that celebrate the diversity of the University community and further understanding between groups and communities	**Measurements** • Staff and student consultation results by demographic/protected characteristics: report by 2021 • Evidence/data on student and staff uptake of and engagement with Interfaith and Chaplaincy services and	PCs: Religion and Belief General Duty: Advance equality of opportunity between people who share a protected characteristic and those who do not	• Faith, Belief and Culture Fund established • Ongoing provision of social, learning and sacred space for people of all faiths and none via the University Chaplaincy Centre. Support provided by chaplains from wider religions and belief communities

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particular religious faith, but also that 45% do not identify with any religion.	7.2 Identify opportunities to increase use of the Chaplaincy Centre space by student and staff groups and identify need for further faith based provision	activities **Monitoring** Student Support and Wellbeing Manager; Equality, Diversity and Inclusion Committee		